

MASS ED21.2: Ex 23



Excerpts of
Curriculum
on
Massachusetts Women

**Developed by
Massachusetts Teachers**

**Chapter 622 Project
Massachusetts Department of Education**

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The Commonwealth of Massachusetts Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

MEMORANDUM

TO: Superintendents, Chapter 622 Coordinators, School Administrators, Teachers, Counselors, Students, and Parents

FROM: Jana Kendall Harrison, Chapter 622 Project Liaison *XH*
Lurline Muñoz-Bennett, Chapter 622 Civil Rights Specialist, *JMB*
Northeast Regional Education Center
Carol Couch-Adams, Northeast N.O.W. Representative *CCA*

DATE: March 1988

RE: Excerpts of Curriculum on Massachusetts Women

Many Massachusetts teachers have long recognized the importance of teaching about the role women have played and continue to play in our state history. Our past is rich because of the contributions of these women.

In March 1987 the Chapter 622 Project of the Massachusetts Department of Education and the Governor's Office on Women's Issues planned a celebration in recognition of Women's History Month. Teachers from across the state were invited to submit curriculum units which focused on Massachusetts women. Sixteen teachers submitted curriculum units which met the guidelines. These teachers were honored during a reception and presented with a proclamation of recognition from Governor Michael S. Dukakis.

This book contains excerpts from those curriculum units. We have edited and compiled brief parts of these units. This book is for all teachers in our Commonwealth. We hope that the excellent ideas presented in these units will inspire other teachers to expand their teaching to include the contributions of women in our history.

In the beginning of each excerpt we have listed the author's address and hope you will contact them directly for more information about each unit. The Chapter 622 Specialist in your regional center is also able to offer technical assistance to teachers in their endeavors to include the study of women in our history.

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WE'VE COME A LONG WAY

Frances Arena
Barbara DeCoursey
Grades 4 & 5
Francis J. McGrath Elementary School
Worcester, MA

I. INTRODUCTION

We found that many of our male students, despite their ages of 9-11 (Grades 4-5), showed very chauvinistic qualities and that the female students had weaker egos. Therefore, we decided to develop a unit about the changing roles of women. Because it is such a broad topic, we chose to specialize in women of Worcester County.

II. GOALS

- A. To become cognizant and appreciative of the early efforts of women from Worcester County.
- B. To gain the respect of women as an integral part of society through their efforts to improve community living.
- C. To understand the difference of previous community attitudes towards men and women and how these attitudes are changing today.
- D. To trace the changing role of early Worcester women and women of Worcester today.
- E. To show how women have developed a more independent life style.
- F. To develop not only a Social Studies unit about "Women in Society" but also, to develop a creative language arts curriculum that would include the following skills:
 - 1. researching
 - 2. writing
 - 3. editing
 - 4. illustrating
 - 5. publishing
- G. To develop as a culmination to this unit, a booklet, that represents Worcester women who are currently making contributions to the community. (This is similar to a book developed and published by our students in 1984.)

III. ACTIVITIES

- A. Divide students into three groups according to personal choice:
 1. researchers
 2. writers
 3. illustrators
- B. Research information from materials obtained from the Worcester Telegram and Gazette, the Worcester Public Library, and the Worcester Historical Society.
- C. Guide writers in skimming research materials and in producing a short biography of each person.
- D. Draw illustrations for each person to match short biographies.
- E. Collate illustrations and biographies.
- F. Draw up master sheet about each person to be included in booklet.

IV. CULMINATION

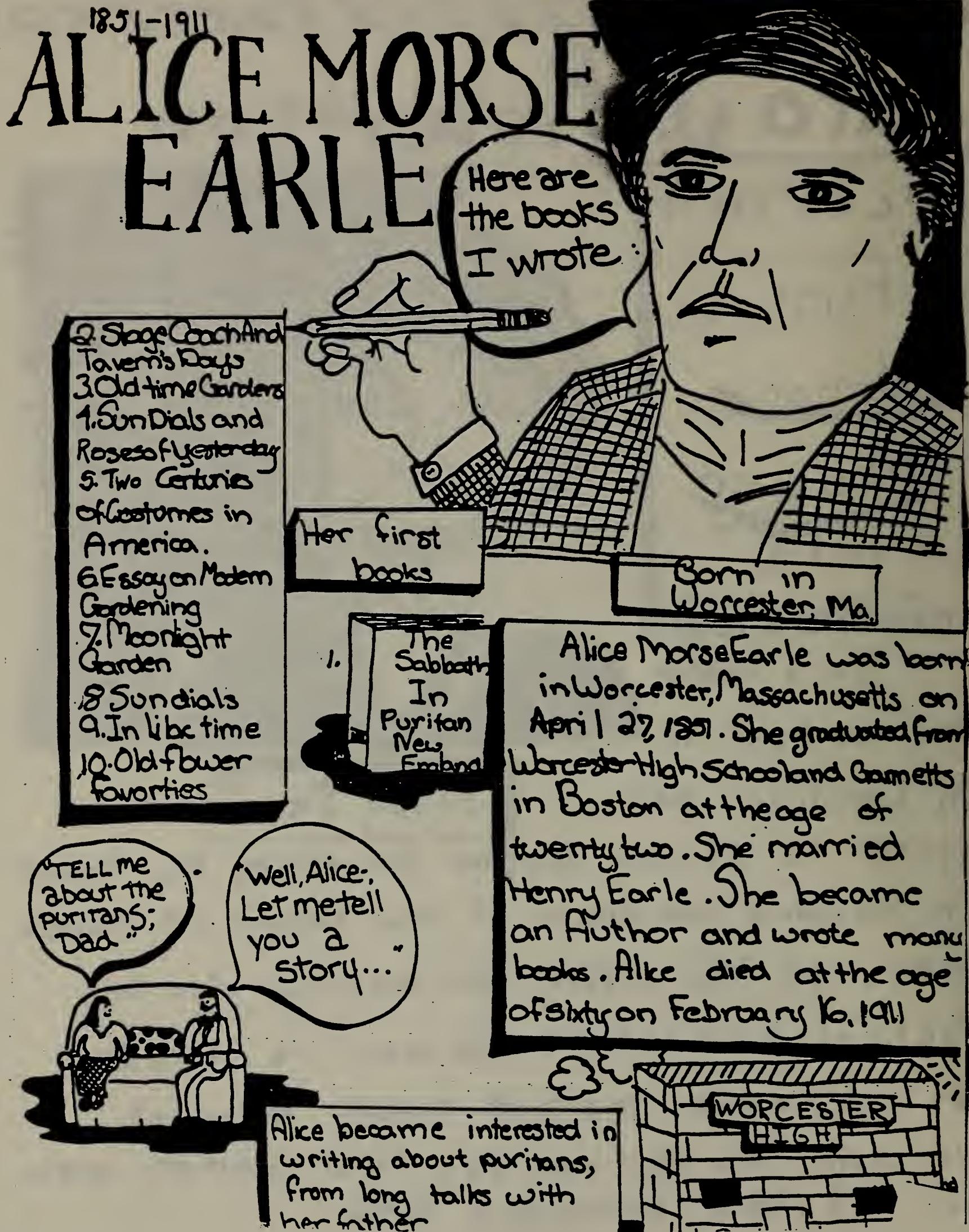
- A. The children mimeograph copies of their booklet entitled "We've Come A Long Way."
- B. Each child receives a personal copy of the booklet at a celebration at their school.

Sara J. Robertson

Worcester's
First
Woman
Mayor
1982



Sara Robertson was born in South Carolina but moved to attend Boston University. Ms. Robertson became president of the League of Women Voters in Worcester. She then ran for the School Committee and won in 1969. In 1982 she became the first female mayor of Worcester. She also was the first women member of the Exchange Club.



ABIGAIL ADAMS AND HER PART IN THE FIGHT FOR INDEPENDENCE

Alice Chase
Grade 4
Lillian M. Jacobs School
Hull, MA

Time: 2 weeks

I. APPROACHES

- A. Pictures of Abigail Adams in various stages in her life
- B. Filmstrip and cassette on events leading up to the Revolution.
- C. Short biographical accounts of Abigail Adams, her husband John, and son, John Quincy Adams.
- D. A visit to the Abigail Adams' homestead in Weymouth, Mass. (pre-discussion)
A visit to the Adams' houses in Quincy, Mass. (post-discussion).

II. GENERAL AIMS

- A. To establish independent work and study habits.
- B. To encourage entire class participation in one large activity.
- C. To provide opportunity for social growth in working out a unit together.
- D. To provide opportunities for individual initiative and class leadership.

III. SPECIFIC AIMS

- A. To develop an appreciation of the concept of independence.
- B. To develop an understanding that Abigail Adams was both resourceful and courageous in meeting the challenges posed by the War for Independence.
- C. To develop an awareness of the importance of having equal rights for women.
- D. To lead pupils to appreciate that Abigail Adams was the wife of one President of the United States and mother of another.

IV. SUBJECT MATTER OUTLINE

- A. Abigail Smith was born in Weymouth, Mass., on Oct. 30, 1744.

1. The thirteen colonies, which later became the United States, were governed by Great Britain.
 2. The population of the colonies was about 1,210,000.
- B. Abigail was taught by her father, mother, and Grandmother Quincy, 1750-1760.
1. Benjamin Franklin invented the lightning rod, 1752.
- C. Abigail married John Adams, October 25, 1764.
1. The Stamp Act was passed, 1765.
 2. Patrick Henry made his famous speech attacking the Stamp Act, 1765.
- D. John Quincy Adams, who later became the sixth President of the United States was born in 1767.
1. The Boston Massacre occurred, 1770.
 2. The Tea Party took place, 1773.
- E. Abigail Adams raised her family while her husband took part in colonial affairs, 1774-1785.
1. The children included John Quincy, Thomas, Charles, and Abby.
 2. Abigail Adams wrote many letters to her husband while he was in Philadelphia, telling about life in the colonies at that time.
 3. The First Continental Congress met, 1774.
 4. Abigail Adams managed the farm and became a successful shopkeeper earning money that she used to feed, clothe, and house the American soldiers who needed assistance. She worked for women's rights.
 5. The Declaration of Independence was signed 1776.
 6. Cornwallis surrendered at Yorktown, 1781.
- F. Abigail Adams went to England with her husband in 1786 when he was appointed Minister to Great Britain.
1. The Constitutional Convention met to frame the U.S. Constitution in 1787.
- G. Abigail Adams was the Second Lady of the Land while her husband was Vice President of the United States from 1789-1797.
1. George Washington became the first President in 1789.
- H. Abigail was the First Lady of the Land while her husband was President from 1797-1801.
1. George Washington died in 1799.
 2. The capital of the United States was moved to Washington, D.C., 1800.

I. Abigail Adams died on October 28, 1818.

1. There were twenty states in the Union.
2. James Monroe was President.
3. The population of our country was about 7,240,000.

V. SUBJECT MATTER OUTCOMES

A. Reading

1. Increased interest in factual reading material.
2. Experience in the use of maps, legend, tables and indexes.
3. Experience in the use of encyclopedias.
4. Increased ability to skim through different reference reading to seek pertinent facts.
5. A desire to read for pleasure.

B. Language

1. Ability to express thoughts in more concise sentences.
2. Ability to build a composition from a topic sentence.
3. Increased ability to write friendly letters in good form.

C. Spelling

Drill lessons on at least twenty words used in written expression.

trenches	abroad	blockade
Continental Congress	Breed's Hill	colonist
Declaration of Independence	Continental Army	treaty
patriot	lodging	ammunition
encourage	independence	President
equality	contribution	warships
harbor	hardships	

D. Math

1. To estimate the number of miles walked from Weymouth to Braintree by the soldiers and by Abigail.
2. To compute the sale of items sold in Abigail's shop.
3. To gain experience in figuring the number of years between famous events and happenings.

E. Art Activities

1. Posters advertising goods and items for sale in Abigail's shop.
2. Paintings of Boston harbor, Breed's Hill, Braintree, Weymouth, etc.
3. A class booklet with picture contributions of historical events.
4. A mural of Abigail Adams teaching her children, feeding the soldiers, and later as First Lady.

VI. References

"The People and Their Heritage"
by Nelle Dederick, Esther Lindop
Ginn and Company, 1983

"Abigail Adams: Leading Lady"
by Mildred Criss
Dodd and Company

"Boston Bells"
by Elizabeth Coatsworth
Macmillan

"The American Revolution"
by Bruce Bliven, Jr.
Random House

"John Quincy Adams: Boy Patriot"
by Ann Weil
Bobbs-Merrill

Any encyclopedia may be used. Childcraft is most useful.

WOMEN WHO MAKE THINGS HAPPEN:
NEVER UNDERESTIMATE THE POWERS OF A WOMAN

Irene C. Crane
Grade 6
Bancroft School
Andover, MA

In an attempt to integrate the subjects of social studies and language arts, I have added a unit of study entitled Never Underestimate the Power of a Woman to my curriculum. In this unit of five lessons I emphasize how women in Massachusetts have in the past, do now, and will in the future continue to be powerful and positive forces strengthening all that is good in our society. This unit is offered to a sixth grade heterogeneous group. The unit was introduced in September when 'election fever' hit Massachusetts the hardest. As part of an overall political awareness unit our class invited Representative Susan Tucker to an open forum to discuss the eight questions that appeared on the Massachusetts Ballot. The forum was a great success.

UNIT OBJECTIVES

To promote an awareness in my students of the many contributions we benefit from that result from the efforts of Massachusetts women.

To initiate an understanding that these women can be part of our history or part of our present.

To realize that these contributions can be political, cultural, or service oriented.

To respect each woman who has dared to stand up for her most passionate cause.

To allow my students to investigate for themselves what was the force behind the woman.

To encourage to 'think' and work 'collaboratively' in finding ways to share their findings with their peers.

LESSON 1

The students were enthusiastic when asked to 'brainstorm' together a list of Massachusetts women who they felt contributed something to society. Numerous names filled the chalkboard. Some of the names appear under Lesson 2.

LESSON 2

The students were asked to categorize the list of names from Lesson 1 by placing them under the proper headings. Several names could easily fit under more than one heading.

<u>Political</u>	<u>Cultural</u>	<u>Other</u>
Rep. Susan Tucker	Anne Bradstreet	Dorothea Lynde Dix
Sharon Pollard	Helen Hunt Jackson	Julia Ward Howe
Patricia McGovern	Lucretia Coffin Mott	Lucy Stone
Margaret Heckler	Louisa May Alcott	Donna Sommer
Louise Day Hicks	Emily Dickinson	Mary Baker Eddy
Rose Kennedy	Amy Lowell	Anne Sullivan Macy
Abigail Adams		Lucy Larcom
Evelyn Murphy		Harriet Robinson
Kitty Dukakis		Harriet Burbank Rogers
Edith Nourse Rogers		Bette Davis

LESSON 3

Collaboratively decide what activities would be most appropriate to follow up on in order to learn more about these women. Some of the activities chosen by the class are:

1. Do biographical research on the person and report findings to class. This can be done individually or in groups.
2. If the person was an author or poet, read some of her works and report on your findings.
3. Find a picture of the person and, if deceased, dress up like her and tell what her life was like and what contribution she made.
4. Write a letter to her asking questions you'd like answered and/or invite her to be a guest speaker for our class.
5. If she works at a place that would allow field trips, request a field trip in a letter.
6. Interview her for the school newspaper.
7. Make a collage of her pictures and articles about her that you have researched.

COMMENTS

This unit was enthusiastically received by my students. They enjoyed all aspects of this unit. I think they learned a great deal about the contribution of Massachusetts women. Furthermore, I hope this unit will encourage my female students to consider how they might make a contribution to society themselves as they grow older.

Several students indicated that they might like to consider careers in teaching, nursing and political office. Others have showed an interest in journalism and writing. I can think of no greater feeling of satisfaction for me than for a former student of mine to contribute in an unselfish way to the betterment of society. That type of deed will demonstrate to me "a lesson well learned."

Mrs. Haslam

Mrs. Haslam is a wonderful person who really enjoys children. Loving children so much is why she became Bancroft principal in 1980. After 4 excellent years with the Bancroft staff and students, she was righteously promoted to assistant superintendent of all Auburn public schools. Another reason for her promotion was her intelligence and her superb ideas for dealing with children. She is also interested in children's athletic activities as well as those that relate to academics.

Lois Haslam is happily married with two older children of her own.

Mrs. Haslam has brown hair and blue eyes and she is small, but always to be seen with a smile!

Andy Brown

Andover's Anne Bradstreet

Anne Bradstreet was America's first women poet. She won fame in her own day as the "Tenth Muse".

Her collected poetry was published in London in 1650. Most later critics found her poetry quiet dull.

She was born in Northampton, England and moved to Mass. in 1630 to Mass. Bay Colony where her husband became governor.

Most of her poetry was about her feelings and thoughts that went wrong in her life.

She passed away in 1672 in her lovely Andover home.

ALL ABOUT US: PORTRAIT OF A LITERATURE CLASS

Sandra Dickerson
Grade 11 & 12
Cambridge Rindge and Latin School
Cambridge, MA

PREFACE

ALL ABOUT US is a curriculum unit which evolved over the last four years from a high school course I teach entitled "Literature of Groups in Conflict." The course includes the study of literature by Blacks, Hispanics, women, Jews, and the handicapped. Within the women's unit, I began three years ago to create an "ethnic food fair." The food fair consisted of traditional foods which the students would prepare and then bring to school. Generally, this occurred near Thanksgiving. This past year, I decided to have the students conduct a more formalized gathering of information about the women in their families and about each other; hence, ALL ABOUT US.

Basically, the goals of this unit are as follows:

1. To have the student use his/her own family as a primary source to reconstruct female history.
2. To increase awareness of how women's lives have changed cross-generationally and cross-generationally.
3. To move the students from ethnocentric values to a more culturally pluralistic center.

The methods employed in the unit involve the technique of interviewing. Students interview the oldest living women in their families for the MAGAZINE OF THE WOMEN IN MY FAMILY. Then students interview each other for the CLASSMATE BIOGRAPHY. Notwithstanding, some students are reluctant to admit that they live in alternative family situations, or that their grandmothers are in another state or country, or that they are adopted. This problem can be overcome by the teacher's reassuring them that the information itself is more important than the means by which they collect the data. Therefore, students can write a summary of the female line in their families as they come to know it. The information will still be rich for its comparative value.

The hidden curriculum objectives were attained because I feel that the students in this class got to know as well as understand and respect their fellow classmates who are different.

CLASSMATE BIOGRAPHY

The following , "Classmate Biography", was designed as a follow-up activity to the "Magazine on Women." The goals are as follows:

1. To have students get acquainted with each other on a more personal level.

2. To have students learn and appreciate the worth of cultures which are different from their own.
3. To identify cultural similarities among all peoples.

Directions: Select one classmate in this class whose culture and background is most different from yours. In essay form, construct a biography about that person. All of the following questions must be answered. This project is due in one week.

1. Your subject's name.
2. Birthday, place, country.
3. Were you born speaking another language other than English? If yes, was there pressure on you to learn English? If so, by whom? What language do you feel most comfortable using?
4. With what culture do you most strongly identify?
5. In how many different ways do you express your culture? For example, do you eat the foods of your culture group? Do you express the history of your culture groups to other people?
6. In what ways are you most proud of your culture group?
7. Is your culture group in conflict with any other culture group? If so, why? In your explanation, try to trace the origin of that conflict.
8. Are you aware of other people in this school who are also from the same culture group? How much contact do you have with them? If yes, explain. If no, explain.
9. What are your future plans? Do these plans differ from those of your parents? Do they differ radically from other members of your culture group?
10. Ask the subject to give the names for three books which detail certain aspects of his/her culture.

STUDENT WORK

RELATIONSHIPS: MY GRANDMOTHER AND HER MOTHER

by Gabrielle Goodstein

For this article I interviewed my grandmother about her mother, my great-grandmother. I asked many questions about their relationship as mother and daughter.

My great-grandmother's family originated in a part of Poland called Latvia, which in the early 1900's became part of Russia. Although her birthplace had

been Latvia, after she became a U.S. citizen, she never considered herself anything but an American.

Her overwhelming disregard for her native land and traditions became apparent as she raised her family of five daughters. She spoke no Polish, Russian or Yiddish in her home, only English. She cooked very American cuisine such as plain chicken or fish. She never cooked Polish or Jewish food. It seemed that she spent most of her adult life reminding herself and her family that they were in America, a land where they had a chance to succeed.

Usually she spent all her time working in the dress shop that she owned and operated or doing charity work for the Jewish community of Worcester; an extreme effort that would later earn her portrait a place on the walls of the synagogue in that town.

My grandmother described the neighborhood where she grew up as being, "Anti-Semitic, there were a lot of Ku Klux Klan and spies for the Nazis during World War II . . ." She found, however, that this didn't really change her relationship with her mom, which she describes as being "splendid." Being extremely wealthy, my grandmother and her mother never cooked, cleaned, etc., but instead found their pleasures in traveling together, going to the theatre and shopping.

All and all my great-grandmother was a strong achiever who, in the course of a lifetime, built a family and several highly successful businesses without the advantages of an education, money or relations. Her spirit to excel is one that has been passed on from children to grandchildren and even great-grandchildren. I hope we will.

STUDENT WORK

BENITA PATRICIA ROACHFORD by Sarah Coleman

I interviewed Benita Patricia Roachford. She was born on July 11, 1970 in New York, New York. She has never spoken any other language except English although her father speaks Spanish. She strongly identifies with the Black American culture. Her mother is Bajan (a term used for a person of Bahamian and West Indian descent) and her father is Gutaneese. She says she can identify more with her mother's culture. Benita goes to Bajan cultural fairs and enjoys Bajan food. Her favorite Bajan dish is spiced corn. She is proud of her culture.

Her father was originally from Jonestown, Guyana and much of her family died in the mass suicide that happened there in the 1970's.

She does not know if her culture group is in conflict with any other group. She knows other people in the school who are from her group, but she does not associate with them because she doesn't know them well.

Benita wants to fly commercial airplanes someday. This is not too different from what her parents do but she thinks it is different from what most people of her culture do.

LABORING BLACK WOMEN IN THE 20TH CENTURY

Guillermina Guity.
Grades 9-12
Brighton High School
25 Warren Street
Brighton, MA

OBJECTIVES:

To compare the lives of MELNEA AGNES CASS ,LUCY M. MITCHELL AND CHRISTIA V. DANIELS, describing the organizations in which they were involved and their contribution to the lives of others.

To analyze the roles of these women in the community in which they lived.

SPECIFICS:

1. To identify their origin, dates of birth, name of their parents, some biographical aspect of their early years.
2. To write paragraphs listing the various victories gained by these women in pursuit of the good for others.
3. To write definitions of certain terms or words and associations where these women were involved.
4. To explain orally or in writing how each person is significant in the United States History. (Particularly in Massachusetts).
5. To compare the early nursery schools established by the two of these women with today's day care.
6. Gather more information about these working women, and ask their parents or grandparents about these women if they know about them or recognize them in the history of Boston.
7. Discover unknown word meanings and use them in sentences and essays.
8. Answer questions from class discussions based on information provided.
9. Make up a dialogue of two way conversation between these women talking about their experiences (dramatizations).
10. Identify a person in Roxbury, who heard or knew Melnea Cass, and a person in Brighton who heard or knew about Lucy Mitchell.
11. Find out what NAACP means for Black people, and where its office is located in Boston.
12. Find out what ABCD means and research the many offices they have in Boston, what is its purpose for youth and others especially in the summer months.

13. Find out what has been named after these women in their remembrance and recognition even after their deaths.
14. Find out when each of them died and how old they were at death.
15. Find out if they have relatives, etc.

MELNEA AGNES CASS

BRIEF DESCRIPTION

SOURCE: The Schlesinger Library of Radcliffe College, with the support of some foundations, has conducted a project to record and transcribe the autobiographical memoirs of some notable women by recording their lives, experiences and contribution with the humanity. This record has been made available for researchers in order to obtain a factual record in the struggles of women and racial minorities in the United States.

Started as member of the suffragist organizations, introduced by her mother-in-law, Rosa Brown.

Affiliated with Robert Gould Shaw House; Community Center, providing different programs around the 1920's.

Established friendship club, pre-school nursery.

Influenced in the R.G. Shaw, Mrs. Cass was in the forefront of the Civil Rights Movement.

Involved in community development of the ABCD Agency, which administers the poverty program in Boston.

Founder and charter member of Freedom House.

Board member of the Overseers of Public Welfare in Boston.

Club member of the Ponsy Embroidery Club.

Member of the Harriet Tubman Mothers Club.

Member of the National Association of Colored Womens Club, served as Vice President of its Northeast Region.

An active and faithful member of the Saint Mark Congregational Church, the Rotial Action Committee, the Pastors Club and the Missionary Guild.

Member of the National Council of Senior Citizens and first woman to be elected as a Massachusetts president of the Gold Star and War Parents of America.

Received many honors and citations.

Involved in the early stages of National Association for the Advancement of Colored People, NAACP, for which she served as the president in the Boston branch, 1963-1964.

Sat in the offices of the School Committee to demonstrate against inequality in curriculum and racial imbalance in the city's schools.

President of the Woman's Service Club for 17 years.

Involved in the development of the Homemakers Training Program and immigrant program which provided training, counselling and housing for young women seeking domestic employment.

Only woman charter member of the Action for Boston Community Development board.

Received an honorary degree of Doctor of Humane Letters from Boston College, Northeastern University and Simmons College. "Melnea Cass Day" was proclaimed in Boston on May 22, 1966 by the Mayor.

Received the honor of having a YMCA and Melnea Cass Boulevard named for her.

Was well known in the Boston area as an inspiration to the people of Roxbury, especially to the Black community. She will always be remembered as a Black woman involved in many associations. Her full story is known because of the promotion of oral history.

NOTE: This is a resume of facts about Ms. Cass. The teacher is to do the same with Ms. Lucy M. Mitchell and Ms. Christia V. Daniels.

LESSON LENGTH: 3 or 4 days.

QUESTIONS FOR DISCUSSION

1. When was Melnea Cass born? State the date and place.
2. When was she married and to whom?
3. When did she start her career as a political and social activist?
4. What type of community was Ms. Cass involved with and how?
5. Write four or five of the associations she was involved with and tell what she did for them. Please be precise and clear.

WHY A CLINIC IN JAMAICA PLAIN, MASS. WAS NAMED AFTER
MARTHA MAY ELIOT

Guillermina Guity
Grades 9-12
Brighton High School
25 Warren Street
Brighton, MA 02135

OBJECTIVE:

To learn about Martha May Eliot's biographical background including her childhood, her dreams, the different associations in which she was involved, and some of her innumerable accomplishments in the community.

To learn about this woman's valuable contributions in the area of medicine, the motive to name the clinic after her and her contributions to the nation.

HISTORICAL TIME PERIOD:

1891-1978

APPROPRIATE COURSES: History, Reading, Language, Art

SAMPLE OF SPECIFIC OBJECTIVES:

To learn in some detail who was Martha Eliot.

To enumerate some of her contributions to the society.

To think in terms of how committed she was to her work.

To learn that even though she was always busy with the medical aspects of her major work, she also had time to write articles for magazines, newspapers and encyclopedias.

To learn that organization in work or anything brings more efficiency.

To remember that Doctor Eliot, too, was a child and adolescent, just as the students are, but she worked hard to do something worthwhile in her life. To learn that they, as students, can do something with their lives at different levels and be proud of what they are without blaming the system.

UNIT OUTLINE:

Brief aspect of the biographical background written in a manner that students can comprehend.

- a. Students read silently for a few minutes and then the teacher reads aloud to answer some questions of pronunciation, word meanings, etc.

b. Class discussion by guided questions. For example:

Why are we studying about Martha Eliot?

What was the name and occupation of her parents?

What was the name of the medical school she attended?

What was the important association that she helped found where she later became assistant director?

ADDED ACTIVITIES:

Make a crossword puzzle using the vocabulary list and/or the spelling list reinforcing unfamiliar words.

Use pictures and clippings from the newspaper pertaining to different activities and different years of Dr. Eliot's work.

Examine one of her childhood letters to her mother, talk about her handwriting and discuss her conversation in the letter. Look for autographical errors.

Read her biographical statement and give your own opinion allowing the students to give their opinions first.

Read the biographical material that Dr. Eliot sent to Ms. Susanne Aunder. Analyze its content and write an essay about it.

Take a trip to the Martha Eliot Clinic.

VOCABULARY:

crippled	resident house officer
lecturer	pediatrics
Children's Bureau	Medical Society
Research	Council
Internship	

SPELLING:

professional	collection	documentation
comprehensive	correspondence	representative
juvenile	delinquency	

NOTE FOR THE TEACHER:

This unit can be extended into at least four lessons.

Use your imagination, be creative, and get the most out of the students. Develop more specific objectives such as art activities for students.

MASSACHUSETTS WOMEN

Kathleen Hayes
Grade 2
Old Post Road School
East Walpole, MA

This unit is mainly social studies oriented. The children work independently. They were allowed to do this unit in a cozy corner where I supplied all the materials. I designated a bulletin board to motivate the students entitled "Famous Women in Massachusetts." I allocate three or more students to work in this unit periodically throughout the day. Editing is done daily on writing assignments.

Details and Results:

1. The student will challenge their reading ability by reading factual information from an encyclopedia excerpt and from history books.
2. The students will experience the concept of skimming material in order to find the answers to the worksheet entitled "Funny Facts."
3. The students will use charts that include the months of the year and a detailed map of Massachusetts.
4. The students will strengthen their map skills by answering questions that pertain to the hometowns of these women.
5. The students will demonstrate their creative ability through writing and crafts.
6. The students will improve their organizational skills by finishing the worksheet.
7. The students will evaluate their knowledge about Famous Women in Massachusetts by using the manipulative Board game work that was developed by the teacher.

Funny Facts...

Fill in the blanks

to find most answers... look carefully through
folders #1-#4 and any charts or maps given.

The B. in Susan
Anthony's name stands
for?

Put the famous ladies in
order according to their birth month
Start with Jan., as your first month

- * Number
- * Oldest woman
- * Youngest
- Susan Anthony
- Maria Mitchell
- Abigail Adams
- Deborah Sampson

- Order Start with Jan., as your first month
- * Deborah Sampson December 17, 1760
 - * Abigail Adams November 11, 1744
 - * Susan Anthony February 15, 1860
 - * Maria Mitchell August 1, 1818

What 2 famous women have
the same initials? ex! Jane Jones

1. _____
2. _____

WOMEN IN MASSACHUSETTS

Ann Marie McLaughlin
Grade 6
John F. Kennedy Jr. High School
Hurley Drive
Randolph, MA 02368

The purpose of this unit is to acquaint sixth grade students with the contributions of women to Massachusetts society. In a continuing effort to educate students on the contributions of "everyday" people to the formation of the American culture and especially the Massachusetts society, this unit has been created.

The students, thus far, have studied their own individual ethnic heritage. They have studied and participated in several cultural activities of fellow students from other countries. Each student has also "adopted" a culture to explore and research with the goal of developing an appreciation of the similarities and differences of people around the world.

The students will bring their global view of culture home to their own country. They will briefly review the events of American History, covered in fifth grade, and they will attempt to tie together that knowledge with the contribution of women to Massachusetts and relate it to an appreciation of the American culture.

Objectives:

1. Each student will gain an understanding of how the role of women has changed over the past 200+ years in Massachusetts
2. Each student will study a period of American history and one woman who came from or was somehow connected to the development of Mass.
3. Each student in a group situation will participate in a presentation somehow explaining the lives of the women chosen and their times.
4. Each student will come to appreciate the changes and struggles that women in Massachusetts and all over this country have endured since the early colonies.
5. Each student and group will prepare a time line showing historical events and the women who helped make that history.

Skills:

1. Each student will develop research skills in using library materials- encyclopedias, periodicals, journals, and reference.
2. Students will make efforts to contact Women's groups to gather information, thus learning that research is not restricted to texts.

3. Interviewing skills will be stressed for gathering information and making presentations.
4. Reading skills will be an integral part of overall project.
5. Social studies skills, especially gathering of historical information, interpreting data, showing development of women - their contributions to society and acquisition of rights will be shown.
6. Creative writing skills will be developed.
7. Group participation and cooperation will be expected and independent thinking will be encouraged.

Activities:

- A. The class will be divided into five groups - each choosing one historic period of time: 1) 1609-1776; 2) 1777-1865; 3) 1866-1899; 4) 1900-1941; and 5) 1942 to present.
- B. A list of suggested women's names will be provided to each group for research. (If a different woman is found by a student during research to be of more interest and to fit more appropriately into the entire project, then that woman can be substituted. However, approval and verification must be given by teacher first.)
- C. Independent work:
 1. Each student will research one woman. A bibliography will be kept by all. Each student will learn why this person they have chosen is worthy of their notice. Some things to look for are what was her contribution, was it to Massachusetts or somewhere else, what was life like during that period of time, how was this woman and others of her day treated? Look at the customs, values, ethical behavior and political policies of the era.

Write a detailed report about this woman including all of the above data. This report will be no longer than three pages written or typed double spaced.
 2. Each student will do research to find at least ten events that occurred in our country during that period of time. A listing of events and a brief explanation will be presented at mid point of unit.
 3. It must be noted at this time that several of my twenty-five students are learning disabled and four have other languages spoken at home. Adjustments will be made for these students during the independent part of this unit. However, all are expected to participate to the best of their ability and a finished project will be submitted. All students will participate regardless of disabilities in the group activities.

D. Group Activities:

The group, once it is chosen, must pick a captain whose main purpose is to keep everyone on task. The group will operate in as much of a democratic manner as possible.

The group will decide upon a final project format.

The group will meet daily for a brief period of time to check on independent research, to formulate time line and to brainstorm for the final project.

About mid-way into the unit the group will start meeting for 50 minute periods to work on activity. All independent research should be finished by this time and all preliminary work should have been passed in. It is the responsibility of the captain to make sure everyone's work is complete.

The time line will be done by the entire group. Each person will submit their ten chosen events of history and the group will decide on fifteen to twenty-five events to be used. The dates and events of history will be listed or illustrated below the line. The dates and accomplishments of women from Massachusetts and other areas will be shown above the line.

The final activity presentation is open-ended as far as type of presentation. Depending on the group's availability of resources and creativity the final presentation will be developed into an activity comfortable for the group. Some examples could be a play written by the group linking the women studied with some common bond, or a panel discussion showing the women of that time discussing what life was like and how their accomplishments made a difference, or perhaps even a puppet show might be used for an activity.

As part of the final presentation the group must convey a feeling for the time in history and what life for women was like during that time.

A finished report on each woman will be submitted along with a finished time line by the group at the end. All presentations will be video taped.

Summary:

Women have played a very important role in the development of our Massachusetts' society. Not enough material is provided in our standard curriculum to give each student a sense of these contributions. Students must be made aware of how individual people, from all areas of ethnic, social and religious backgrounds have contributed to the society that we love so much. Our sixth grade social studies curriculum is primarily world cultures, but it is extremely important to bring that global study back home from time to time so that the students will have a perspective of different cultures in their own state.

SAMPLE STUDENT SHEET FROM 'WOMEN IN MASSACHUSETTS'

NAME _____ DATE _____

#3 student sheet INDEPENDENT RESEARCH SUBJECT PROFILE

I AM STUDYING ABOUT THE LIFE OF _____

SHE WAS BORN/DIED IN THE YEAR _____

SOME OF THE ACHIEVEMENTS THAT THIS WOMAN MADE WERE

LIFE IN MASSACHUSETTS AT THAT PERIOD OF TIME COULD BE
DESCRIBED IN THE FOLLOWING MANNER

SOME OF THE DIFFICULTIES THAT _____ ENCOUNTERED
WERE

PROFILES OF WORKING WOMEN

Joseph F. McLean

Grade 8

Phyllis Wheatley Middle School

20 Kearsage Avenue

Roxbury, MA 02119

The design of the curriculum program has five major components:

- A.) A collection of multi-racial, multi-ethnic periodical articles about working women, all of which serve to illustrate to students a wide variety of traditional and non-traditional careers for women. Students will read and discuss the articles in social studies classes.
- B.) A career education component is composed of current periodicals available in the school library and film and filmstrips which illustrate the main themes of the program.
- C.) A career education component/oral history program in which students will interview a cross-section of Boston area working women, using a career awareness interview and allowing for a question and answer period devoted to exploring careers and their challenges.
- D.) Students will participate in oral and written activities to explore careers and help develop a job profile which best suits their own personal interests, skills and temperament.
- E.) Students will participate in Project Business, a Junior Achievement program, in which students learn about the business world, its challenges and opportunities through a ten week introduction to business by a consultant from an area company.

CAREER AWARENESS REPORT

Each student in eighth grade social studies will interview a resource person in the community to learn more about the world or work in which s/he is interested.

The interview should be based on a series of questions in three main areas: A) information about career choice, preparation and education; B) Base pay, fringe benefits and related personal aspects of the job; and C) Career Development.

Requirements:

A list of five questions in each area plus the name of the person to be interviewed (due one week after the beginning of the report).

Suggested Questions

- A. Information about Career Choice, Preparation and Education:
 - What is your job title?

- Describe where you work.
- What is the hardest part of your job?
- The easiest?
- Have you ever experienced any discrimination because of age/sex/race?
- What are the educational requirements of this job?
- What other jobs does your own qualify you to do?

B. Base Pay, Fringe Benefits, Related Personal Aspects of the Job:

- How much money can you earn when starting this job?
- After several years?
- Are promotions based on ability or on any other factors?
- What about vacation, insurance, sick pay?
- How does your job involve other people?
- Can you schedule your own time?
- When and why are people fired from this job?

C. Career Development

- How did school help you make a career decision?
- Were you encouraged in school or at home to pursue careers that were non-traditional?
- What person played a big role in your career choice?
- How did you find out about your present job?
- What advice do you give to a young person thinking of a career in this field?
- If you could choose a career all over again what would be your choice?

Final Report

A written report which includes:

- A brief job description (1-2 pages)
- An essay (4-6 pages) based on the taped interview which describes the preparation and education of the person interviewed, compensation and personal aspects of the job, and the career prospects for young people in this field today
- A summary statement (1-2 pages) in which the student relates significant insights and impressions gained by doing the Career Awareness Report.

The final written report is due one month after the report is assigned. Brochures and/or pamphlets related to the career will help complete the report.

WOMEN'S LEGAL AND POLITICAL STATUS

Samuel Olson
Needham High School
609 Webster Street
Needham, MA 02192

II. Women's Role in the New Government

During the Revolution, women were encouraged to give wholehearted support to the struggle for independence. They were concerned about what separation from England would mean for their colony. The many public and private debates about the proper role of government which occurred during the struggle for independence interested women as well as men.

They thought about the form of government which should be established if independence were declared. They heard the thought provoking talk about the source of government's power and what laws governments should institute to protect individual rights. Two women from the Massachusetts colony who were especially aware of political events and committed to the philosophy which led to the revolution were Abigail Adams and Mercy Otis Warren, who is believed to have been as instrumental as her brother James in setting up Committees of Correspondence. Mrs. Warren was the first person who based the struggle for independence on "inherent rights." She argued that "inherent rights" belonged to all mankind, and had been conferred on all by "the God of the nations." The discussion about an individual's relationship to his or her government appeared in the correspondence of Abigail Adams to her husband while he was a delegate to the Continental Congress in Philadelphia and in newspapers in the state of New Jersey.

John Adams to Abigail Adams

14 April 1776

. . . As to declarations of independence, be patient. Read our privateering laws and our commercial laws. What signifies a word?

As to your extraordinary code of laws, I cannot but laugh. We have been told that our struggle has loosened the bonds of government everywhere; that children and apprentices were disobedient; that schools and colleges were grown turbulent; that Indians slighted their guardians, and negroes grew insolent to their masters. But your letter was the first intimation that another tribe, more numerous and powerful than all the rest, were grown discontented. This is rather too coarse a compliment, but you are so saucy, I won't blot it out. Depend upon it, we know better than to repeal our masculine system. Although they are in full force, you know they are little more than theory. We dare not exert our power in its full latitude. We are obliged to go fair and softly, and, in practice, you know we are your subjects. We have only the name of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight; I am sure every good politician would plot, as long as he would against despotism, empire, monarchy, aristocracy, oligarchy, or ochlocracy. A fine story, indeed! I begin to think the ministry as deep as they are wicked. After stirring up the Tories, landjobbers, trimmers, bigots, Canadians, Indians, negroes, Hanoverians, Hessians, Russians,

Irish Roman Catholics, Scotch renegades, at last they have stimulated the women to demand new privileges and threaten to rebel.

Abigail Adams to John Adams

I cannot say that I think you are very generous to the ladies; for whilst you are proclaiming peace and good-will to men, emancipating all nations, you insist upon retaining an absolute power over wives. But you must remember that arbitrary power is like most other things which are very hard, very liable to be broken; and, notwithstanding all your wise laws and maxims, we have it in our power, not only to free ourselves, but to subdue our masters, and, without violence, throw both your natural and legal authority at our feet; -

"Charm by accepting, by submitting sway. You have our humor most when we obey."

Abigail Adams' correspondence concerning women's legal and political status was not confined to her husband. In 1776 she wrote the following letter to Mercy Otis Warren:

Abigail Adams to Mercy Otis Warren

He (Mr. Adams) is very sausy to me, in return for a list of female grievances which I transmitted to him. I think I will get you to join me in a petition to Congress. I thought it was very probable our wise statesmen could erect a new government and form a new code of laws, I ventured to speak a word in behalf of our sex who are rather badly dealt with by the laws of England which gives such unlimited power to the husband to use his wife ill. I requested that our legislators would consider our case and as all men of delicacy and sentiment are averse to exercising the power they possess, yet as there is natural propensity in human nature to domination I thought the most generous plan was to put it out of the power of the arbitrary and tyranick to injure us with the impurity by establishing some laws in our favor upon just and liberal principals.

I believe I even threatened fomenting a Rebellion in case we were not considered and assured him we would not hold ourselves bound by any laws in which we had neither a voice nor representation.

...So I have helped the sex abundantly, but I will tell him I have only been making trial of the disinterestedness of his virtue and when weighed in the balance have found it wanting.

It would be bad policy to grant us greater policy say they since under all the disadvantage we labour we have the ascendancy over their hearts.

WOMEN'S HISTORY MONTH CURRICULUM

Gayle A. Pinkowski
Grade 5
Bancroft School
Andover, MA

This is a plan that includes daily, weekly events that relate to the important role Massachusetts women played in shaping the Constitution of the United States and their continuing role in history.

My goals and objectives for this curriculum unit are to introduce students to women of historical and contemporary significance in order to gain understanding of the roles women have played in our state and nation. Furthermore, because of the upcoming celebration of the bicentennial of the U.S. Constitution I chose to focus on the roles Massachusetts women played in impacting that living document at the times of the abolition amendments and the women's suffrage amendment. I hope to expand this for future use after I evaluate students understanding of the concepts. I want students to recognize roles women have played in changing the Constitution and their role in changing the Constitution and their role in changing, interpreting and upholding the Constitution as citizens.

LESSON PLAN TITLES

A Treasure Hunt of Massachusetts Women.

NEWSCAST -- A March through Massachusetts Women's History.

Women's Role in Colonial America -- "Remember the Ladies".

"Farm to Factory," Lowell National Historical Park, Lowell Industrial Experience Program, an in-school field trip.

Portraits of Our Mothers -- an essay assignment.

The Constitution and Abolition -- Activities using primary source material available from Old Sturbridge Village

Mock Trial of Susan B. Anthony -- Women's Role in Suffrage Amendment

Movie: "How We Got the Vote"

Writing/Acting Assignment: A Day in the Life of a Massachusetts Woman

A Treasure Hunt of Massachusetts Women and NEWSCAST

Teacher should put one name of a Massachusetts woman on index cards and have each student draw a card.

ASSIGNMENT: Research your character and prepare a five minute newscast about your character. Be sure to tell everything important and everything interesting about your Massachusetts woman. Prepare an item to represent your

person and present this with your news broadcast. It will be displayed in our Massachusetts Women's Hall of Fame. Suggested items: mask, costume piece, puppet, poster, diorama.

There are 22 school days in March 1987. One or two students will present their newscast biography each day so that all students have the opportunity to be a newscaster and show their item of interest.

From the newscast set up a table with a tape recorder and microphone. If you tape broadcasts each day you will have a tape of biographies of Massachusetts women that can be filed in the school media center.

Biographical broadcasts can be presented chronologically, randomly, or selected to coincide with other parts of the lesson plan.

SUGGESTED LIST OF MASSACHUSETTS WOMEN

Anne Hutchinson	Abigail Adams	Maria Mitchell
Clara Barton	Hannah Duston	Fanny Farmer
Emily Dickinson	Abigail Kelly Foster	Lucretia Coffin Mott
Mercy Otis Warren	Lucy Stone	Mary Baker Eddy
Dorothea Dix	Mary Lyons	Margaret Fuller
Phyllis Wheatley	Grimke sisters	Evelyn Murphy
Louisa May Alcott	Julia Ward Howe	Amy Lowell
Jane Alden	Sarah Fuller	Isabel Stuart Gardner
Sylvia Plath		

This list should be expanded on a continuing basis.

WRITING ASSIGNMENT: WOMEN'S ISSUES

Divide students into small groups.

Assignment: Write a play and present it. These may be as elaborate as time allows but should portray the involvement of a Massachusetts Woman studied during the month.

Suggested title: A Day in the Life of Woman

Colonial	Mill Girl	Abolitionist
Suffragette	Today's Woman	Future Woman (30-50 years from now)

THE CURES OF LYDIA E. PINKHAM OF LYNN:
ADVERTISING FOR SUCCESS

Ben Potter
Grades 6 & 8
Brooks Middle School
Lincoln, MA

TURN OF THE CENTURY WOMEN: THEIR MEDICAL COMPLAINTS AND CURES

I. Objectives:

- A. To show that Lydia Pinkham's patented medicine filled a medical need in the nineteenth and early twentieth centuries.
- B. To explore the physical properties of and psychological possibilities of patent medicines.
- C. To understand that Lydia Pinkham was the founder and mover behind the early company.
- D. To compare Lydia Pinkham's advice to the "Ask Beth," "Dear Abby," and Ann Landers column of today. Was she fulfilling needs that advice columnists do today?
- E. To understand the impact of nineteenth and early twentieth century media.
- F. To experience various techniques of audience manipulation through print, radio, and television advertising.
- G. To compare methods of advertising used to attract customers.
- H. To see that reputable firms such as Sears, Roebuck advertised and sold ineffectual medical devices and to explore the motivation.
- I. To understand the impact of the 1906 Pure Food and Drug Act on advertising and production of patent medicines.
- J. To draw parallels with present-day advertising.
- K. To use oral history to find out what the older generation used patent medicines for.
- L. To value older people as an historical resource.

II. Lesson Plan:

Day One

- A. Introduce by playing radio segment dramatizing the inception of L.E.P. Medicine Company (copied from Schlesinger Collection 6A). Stop and discuss as needed. (About 15 min.)

- B. Hand out vocabulary list (see separate sheet) and do in class -- if not sufficient time, assign to finish for homework. (15-20 min.)
- C. Have students read Life magazine article about the L.E.P. company. (10 min.)
- D. Long-term assignment -- due on Day 5.
Directions: Tape an interview with an older person, preferably a woman born before 1930. In this case, older is definitely better. Some of the questions may be too personal -- be tactful and let them answer what they can comfortably. You are studying patent medicines and cures of the late nineteenth and early twentieth centuries. Some of them were still available until the 1950's and 1960's. Lydia Pinkham's Compound and other cures were among these. You want to know what your older person can tell you about any patent medicine and the complaints they helped cure.

Hand out interview sheet (see separate sheet) and discuss.

Extra credit for Ask Beth, Dear Abby, or Ann Landers columns and for a collage of magazines directed at women for a bulletin board display.)

Day Two

- A. Play a L.E.P. Compound Ad.
- B. Check in vocabulary and check on any problems with oral history assignment.
- C. Vocabulary quiz.
- D. Mini-research:
1. From folders containing:
 - a. American Heritage article.
 - b. Archival summary.
 - c. BPL/Mosely article.
 - d. Selections from 1902 Sears, Roebuck Catalogue.
 - e. Smithsonian article.
 2. Divide class into six groups to take notes and then report to the whole class on one of the following:
 - a. Lydia's life.
 - b. Company beginnings.
 - c. Complaints of women.
 - d. Promise of the Compound and its content -- changes.
 - e. Advertising -- how it changed over the years.
 - f. Dear Mrs. P. and answers.

Day Three

- A. Play another radio ad.
- B. Any problems with research or oral history.
- C. Continue mini-research project -- finish notes to report orally the last fifteen minutes of class: report and discuss.
- D. Assignment for TV advertising due on Day 5.
Directions: During any half hour of TV watching, record the total number of advertisements aimed at women.

Day Four

- A. Play another radio ad.
- B. Check in TV assignment sheets and discuss. Relations to patent medicines/Lydia Pinkham: Visuals with outrageous and reasonable claims. Use posters, broadsides, newspaper ads, trade cards.
- C. Play extra-credit ads brought in by students who can convince class they are worthy of viewing.

Day Five

- A. Check in homework.
- B. Mini-lecture summarizing L.E.P. Company from teacher fact sheet. (15 min.)
- C. Share information gained from interviews.

Day Six

- A. Mini-test on unit.

COMMON SENSE TALK WITH WOMEN.



If a person is ill and needs a medicine is it not wise to get one that has stood the test of time and has hundreds of thousands of cures to its credit?

A great many women who are ill try everything they hear of in the way of medicine, and this experimenting with unknown drugs is a constant menace to their already impaired health.

This is very unwise, for there are remedies which are no experiments and have been known years and years to be doing only good.

Take for instance,

Lydia E. Pinkham's Vegetable Compound.

For thirty years its record has been one unbroken chain of success. No medicine for female ills the world has ever known has such a record for cures.

It seems so strange that some people will take medicines about which they really know nothing, some of which might be, and are, really harmful; when on the other hand it is easily proved that over one million women have been restored to health by Lydia E. Pinkham's Vegetable Compound.

We have published in the newspapers of the United States more genuine testimonial letters than have ever been published in the interest of any other medicine.

We have thousands like the following addressed to Mrs. Pinkham:

Monthly Suffering Back-ache and Bearing-down Pains always Cured by Lydia E. Pinkham's Vegetable Compound.

"I suffered untold agony every month, could get no relief until I tried your medicine; your letter of advice and a few bottles of Lydia E. Pinkham's Vegetable Compound have made me the happiest woman alive. I shall bless you as long as I live." — Miss Jole Saul, Dover, Mich.

"Four years ago I had almost given up hope of ever being well again. I was afflicted with those dreadful headache spells which would sometimes last three or four days. Also had back-ache, bearing-down pains, leucorrhœa, dizziness, and terrible pains at monthly periods confining me to my bed. After reading so many testimonials for your medicine, I concluded to try it. I began to pick up after taking the first bottle, and have continued to gain rapidly, and now feel like a different woman. I can recommend Lydia E. Pinkham's Vegetable Compound in highest terms to all sick women." — Miss Rose Helden, 126 W. Cleveland Ave., Canton, O.

Another Case of Kidney, Womb and Bladder Trouble Cured by Lydia E. Pinkham's Vegetable Compound.

"DEAR FRIEND—Two years ago I had child-bed fever and womb trouble in its worst form. For eight months after birth of babe I was not able to sit up. Doctors treated me, but with no help. I had bearing-down pains, burning in stomach, kidney and bladder trouble, and my back was stiff and sore. The right ovary was badly affected and everything I ate distressed me, and there was a bad discharge.

"I was confined to my bed when I wrote to you for advice and followed your directions faithfully, taking Lydia E. Pinkham's Vegetable Compound, Liver Pills, and using the Wash, and am now able to do the most of my housework. I believe I should have died if it had not been for your Compound. I hope this letter may be the result of benefiting some other suffering woman. I recommended your Compound to every one." — Mrs. Mary Vaughan, Trimble, Pulaski Co., Ky.

A Letter Which Proves That Lydia E. Pinkham's Vegetable Compound Will Remove Tumor and Cure Other Weakness.

"Two years ago I was a great sufferer from womb trouble and profuse flowing each month, and tumors would form in the womb. I had four tumors in two years. I went through treatment with doctors, but they did me no good, and I thought I would have to resort to morphine.

"The doctor said that all that could help me was to have an operation and have the womb removed, but I had heard of Mrs. Pinkham's medicine and decided to try it, and wrote for her advice, and after taking her Vegetable Compound the tumors were expelled and I began to get stronger right along, and am well as ever before. Can truly say that I would never had gotten well had it not been for Lydia E. Pinkham's Compound." — Mary A. Stahl, Watsontown, Pa.

Inset February 10. 1900.

WOMEN IN HISTORY CURRICULUM

Sue Rood
Grade 8
Georgetown Jr. Sr. High School
Winter Street
Georgetown, MA

I. GOALS

- A. Discuss why it is important to study women in history.
- B. Detail accomplishments of a particular woman.
- C. Determine treatment of women in history thus far.
- D. Discuss how we can affect the course of women's history.
- E. Dedicate a book to the school library that deals with Mass. women.

II. METHODS

- A. Research and write a report on the accomplishments of:
 - a. Women in Massachusetts only
 - b. Select those that have not been mentioned in our history books.

III. SHARING INFORMATION

- A. Bulletin Board -- Include: name, birth date, place of birth, accomplishments.
- B. Oral reports -- make a videotape to share with other classes.

IV. RESEARCH

- A. Notable American Women 1607-1950
- B. Notable American Women - The Modern Period
- C. Dictionary of American Negro Biography
- D. Dictionary of American History
- E. Profiles and Portraits of American Presidents and Their Wives
- F. Four Women in Violent Times
- G. Pioneers and Patriots
- H. The Peabody Sisters and Salem
- I. Elizabeth Cabot Carey Agassiz
- J. Emily Green Balch
- K. Dorothea Dix-Dix Angel of Mercy

RESPONSES OF 8TH GRADE CLASSES

WHY IS IT IMPORTANT TO STUDY WOMEN IN HISTORY?

1. Small or great things they did are rarely mentioned
2. To realize women's contributions to great causes
3. To help all people realize women are equal to and not less than men

4. Many women have contributed more than the men who get the credit
5. To know that many are not mentioned in history because they were not allowed to participate
6. So that it can be known that women too had high goals
7. To recognize the great spirit they had and know they were willing to contribute whenever possible
8. We must give rights to all people and recognize contributions
9. Because they were a great part of it
10. Because they are our history, just as men are

HOW HAVE WOMEN BEEN TREATED THUS FAR?

1. We have had to work harder than men for the same recognition
2. Little credit for their accomplishments
3. Slow progress is being made
4. As inferiors
5. Do not have the rights that belong to them
6. Unfairly - nowhere near the rights of men
7. Couldn't vote, own land, obtain equal jobs or education
8. Stereotyped

WHAT CAN YOU DO IN YOUR LIFETIME TO AFFECT THE TREATMENT OF WOMEN?

1. Sign petitions and express feelings about prejudice
2. Demand equal treatment of women in history books
3. Don't go from college to motherhood immediately
4. Work for equal rights amendment
5. Write letters to editors concerning women's rights
6. Hire women with equal qualifications for jobs
7. Write to our government representatives
8. Run for public office
9. Bring attention to area where women are treated unfairly
10. Always be willing to fight for our rights

HOW WOULD YOU DEDICATE A BOOK DEALING WITH WOMEN IN HISTORY?

1. To those who succeeded but did not get recognized
2. To all women who fought for a cause for little or no praise
3. To those who did so much for so little
4. To all women who contributed
5. To all women in Massachusetts
6. To all women - this book is for you and your great talents that have been spread throughout America
7. To women who believed in themselves and tried
8. To all women who have suffered before
9. To the rights deserved by all
10. To those not remembered for their feats
11. To the unknown contributors
12. To all important women of the past
13. To all women of the world who have overcome obstacles when faced with discrimination

RUTH GRAVES WAKEFIELD: TOLL HOUSE PROJECT

Barbara E. Underhill
Joan M. Callanan
(Assisted by: Mary Fitzpatrick and
Helen Clancy)
Grades K and 2
Regal Street School
Whitman, MA 02382

BACKGROUND

This unit revolves around Ruth Graves Wakefield, a prominent Whitman resident who was the owner of the famous Toll House and the originator of the Toll House Cookie. She was a good student and an educator. She learned to cook from her mother and grandmother. She graduated from the Mass. State Teachers College. After graduation she taught home economics in Brockton High School and spent summers doing nutrition work at Brockton Hospital. After her marriage she became a homemaker. Later on she and her husband invested in the Toll House and during the first year of the business she published a collection of recipes in book form.

This unit is taught using many correlating skills and subjects: reading, writing, spelling, language, math, art, thinking skills and career education. We think it is important to recognize women in history and their contributions to America. Ruth Graves Wakefield is a woman who should be remembered and honored.

UNIT ACTIVITY

Group: Entire Class

Instructional Objectives:

1. Students will continue to add to their vocabulary
2. Students will continue to add facts about Ruth Graves Wakefield
3. Students will recall vocabulary words.
4. Students will use thinking process and skills.
5. Students will learn to set-up a Ruth Graves Wakefield chart.
6. Students will learn there is more than one answer to questions.

Procedures:

1. Teacher uses blackboard to write Ruth Graves Wakefield in a column.
2. Students work on their own paper copy of the blackboard sample.
3. Students will try to think of a word or phrase for each letter in Ruth Graves Wakefield's name.
4. Teacher will write word or phrase on the blackboard.
5. Students will copy answers onto their paper.

FOLLOW-UP ACTIVITIES:

1. Students will see how many words they can make out of the name Ruth Graves Wakefield.
2. Students may do the above activity with their mother's name.

UNIT ACTIVITY

GROUP: Any Class that would care to participate

Instructional Objectives:

1. Students would reflect on prior lessons
2. A day in March will be set aside to honor Ruth Graves Wakefield.

Procedures:

1. Have a Ruth Graves Wakefield Day
2. Each class will collaborate their knowledge of this unit.
3. This day will consist of unique ideas in order to honor Ruth Graves Wakefield.

Activities:

1. Make cookies.
2. Make a flag or banner for the special day.
3. Design a new bag for the cookies.
4. Make up stories about cookies.
5. Draw the Toll House.
6. Make clay cookies.
7. Make a Ruth Graves Wakefield game.
8. Have a speaker from the Whitman Historical Society or someone who knew or worked for Ruth Graves Wakefield.
9. Roleplay stopping at Toll House and meeting Ruth Graves Wakefield.
10. have students further research Ruth Graves Wakefield and the Toll House.
11. Have students research other women in Whitman history; (school committee members, shop owners, principals, teachers, etc.)
12. Have students research other women in Massachusetts.

UNIT ACTIVITY

Group: Entire Class

Instructional Objective:

1. Students will learn the letter and sound of 'Cc'.
2. Students will talk about Cookie Monster.
3. Students will make a paper bag puppet.

Procedures:

1. Students will make a paper bag puppet.
2. Students will design the cookie monster puppet.
3. Students will write the letter 'Cc' on their puppet.
4. Students will play with their puppets.
5. Students will make up stories about their favorite cookie.
6. Students will share their stories with the rest of their class.

Follow-up Activity:

1. Make Toll House Cookies with the class.

INFORMATION ABOUT THE AUTHORS

CURRICULUM TITLE: We've Come A Long Way

INFORMATIONS ABOUT AUTHORS: Ms. Arena and Ms. DeCoursey have been team teaching for many years in an open school setting. Each of them has been a teacher for 17 years in their careers with the Worcester Public Schools. This curriculum comes from a program called "Portraits Alive" which they developed in Fall 1984 to help students learn about historical people from the Worcester area.

CURRICULUM TITLE: Abigail Adams and Her Part in the Fight for Independence

INFORMATION ABOUT AUTHOR: Ms. Chase has been teaching the Hull Public schools for 30 years. She has a graduate degree from Bridgewater State College and has done advanced graduate study at Regis College, Boston University and Eastern Nazarene College.

CURRICULUM TITLE: Women Who Make Things Happen:
Never Underestimate the Powers of a Woman

INFORMATION ABOUT AUTHOR: Ms. Crane has been a teacher in Andover since 1968. Presently she is working as the Language Arts Curriculum Developer along with her teaching duties. In 1986 she received an award from the Kennedy Library for her Political Awareness and Citizen Responsibility Unit.

CURRICULUM TITLE: All About Us: Portrait of a Literature Class

INFORMATION ABOUT AUTHOR: Ms. Dickerson has been teaching for 13 years at the Cambridge Rindge and Latin School as an English teacher. She has been a consultant to Faculty Development Seminars in Women's Studies. Currently she is a doctoral student in educational media.

CURRICULUM TITLE: Laboring Black Women in the 20th Century

INFORMATION ABOUT AUTHOR: Ms. Guity combines her teaching duties with many other jobs: bi-lingual consultant, community coordinator, and head resource teacher. She is a part-time college instructor and college student advisor. She also finds time to be a placement counselor.

CURRICULUM TITLE: Why a Clinic in Jamaica Plain, MA was named after Martha May Eliot

INFORMATION ABOUT AUTHOR: Ms. Guity combines her teaching duties with many other jobs: bi-lingual consultant, community coordinator, and head resource teacher. She is a part-time college instructor and college student advisor. She also finds time to be a placement counselor.

CURRICULUM TITLE: Massachusetts Women

INFORMATION ABOUT AUTHOR: Ms. Hayes is currently student teaching in a grade 2 classroom at the Old Post Road School. She is a 1987 graduate candidate at Eastern Nazarene College. She has done observation work at the Montclair School.

CURRICULUM TITLE: Women in Massachusetts

INFORMATION ABOUT AUTHOR: Ms. McLaughlin has developed social studies curriculum for grades 1-6 and a multi-cultural curriculum guide for elementary schools. She has participated in a cultural arts grant program in conjunction with the Boston Public Schools.

CURRICULUM TITLE: Profiles of Working Women

INFORMATION ABOUT AUTHOR: Mr. McLean has been a social studies teacher for the City of Boston for 24 years. He currently is the chairperson of the social studies department at his school. He has received an award from the John F. Kennedy Library, has been chosen for the Boston Edison Fellowship program at Schlesinger Library and was a participant at the NEH Summer Institute in Women's History held at Harvard Graduate School.

CURRICULUM TITLE: Women's Legal and Political Status

INFORMATION ABOUT AUTHOR: Mr. Olson has been teaching at Needham High School since 1964. He has a C.A.G.S. from Boston University and is the co-author of a U.S. History curriculum for the Needham Public Schools.

CURRICULUM TITLE: Women's History Month Curriculum

INFORMATION ABOUT AUTHOR: Ms. Pinkowski has been teaching for the last 8 years and her assignments have been in Andover, Marblehead, and at the Parents' Cooperative School in Jeddah, Saudi Arabia. She has done graduate work at the University of Arkansas and at Dartmouth College. During her teaching assignment overseas she traveled widely throughout Europe.

CURRICULUM TITLE: The Cures of Lydia E. Pinkham of Lynn:
Advertising for Success

INFORMATION ABOUT AUTHOR: Mr. Potter has had many years of teaching experience including an assignment at the American School of Warsaw, Poland. He currently on a sabbatical leave to develop individual curriculum units on Women's History. He was a 1986 summer participant in the NEH Institute on Women's Studies held at Harvard Graduate School.

CURRICULUM TITLE: Women in History Curriculum

INFORMATION ABOUT AUTHOR: Ms. Rood has had many years of teaching experience in grades 8, 6 , 3 and 4. She is a member of the National Council Social Studies, the National Organization for Women and the Drug and Alcohol Council. She has been teaching American History for the past 2½ years to the students at Georgetown Jr. Sr. High.

CURRICULUM TITLE: Ruth Graves Wakefield: Toll House Project

INFORMATION ABOUT AUTHORS: Ms. Underhill has been a grade two teacher since 1965. Ms. Callanan has been teaching Kindergarten since 1976. In 1984 she participated in a conference on thinking at Harvard University. They both are currently teaching a class for Plymouth County Teachers' Association entitled "Stepping Along With Collaboration in the Classroom." Both of these teachers did their graduate work at Curry College.

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